



Week 4 Assignment

Overview

You have proposed and described a school-community partnership, outlined the partnership's components, and created a timeline of tasks and person(s) responsible. In the Week 4 Assignment, you will develop a presentation outline that can be used to create a slide or other presentation of your partnership concept to its potential stakeholders.

As you prepare your presentation, consider the following questions:

- What will stakeholders want to know about the proposed school-community partnership?
- What appeals will be most effective in winning stakeholder support?
- What evidence will you use to convince your audience?

Rubric

Use the following Rubric to guide your work on the Week 4 Assignment.

Tasks ↓	Accomplished 15 The evidence suggests that this work is a "Habit of Mind." The educator is ready to mentor others in this area.	Proficient 12 The evidence suggests that performance on this work matches that of a strong educator.	Needs Improvement 9 The evidence does not yet make the case for the educator being proficient at this task.
Stakeholder Presentation Outline	Student clearly presents the family-school-community partnership idea in a creative manner and uses language that is easily understood by the target audience.	Student describes the family-school-community partnership idea in a clear format.	Student presents the partnership idea but does not use a clear format.
Assignment Mechanics	Responses are relevant to course content; no errors in grammar, spelling, or punctuation.	Responses are relevant to course content; few errors in grammar, spelling, or punctuation.	Responses do not reflect knowledge of course content, lack clarity and depth, and/or include multiple errors in grammar, spelling, and punctuation, including APA errors.

Week 4 Assignment: Stakeholder Presentation Outline

To complete this assignment, answer the questions provided. Then, complete the outline chart on the next page to organize your presentation to stakeholders.

Identify current or potential stakeholders you might invite to a presentation on your family-school-community partnership idea. Why should they be included in your audience?

Superintendent

ESL teacher(s)

Site-based decision making team: Campus Leadership Council

- Dr. Lynda Carter:UP Principal
- Ric Schlender:4th grade: UP Teacher
- Kellison Golden/Kelli Goolsby: 3rd grade & DLC rep: UP Teacher
- Carla Lane:2nd grade: UP Teacher
- Nancy Neel: 1st grade: UP Teacher
- Courtney Hoek: Kindergarten: UP Teacher
- Jen Hampton: Special Programs: UP Teacher
- Sara Franklin: UP Para-Profession
- Becky White: UP PTA President & DLC
- Treca Baetz: UP PTA President - Elect
- Tom Sharpe: Dad's Club President
- Blake Holmes: Dad's Club President - Elect
- Madeline Dvorocsik: B & G & Principal Appointed
- Maggie Holsomback: Principal Appointed
- Ron Smith :Central Office Administrator
- Syd Carter: Community Member

Having the site based decision making team present for presentation is a viable way to appropriately address all stakeholders during one of their scheduled meetings. Trying to contact these members in any other way would be difficult and time consuming. Utilizing the CLC meeting times would benefit the majority of stakeholders.

How might your presentation sell stakeholders on your partnership proposal? What strategies do you envision using in your presentation that will help you state your position and secure stakeholders' support? What specific considerations will you emphasize to reach this audience?

Sharing with stakeholders the innovative means of communication with parents is a winning appeal for everyone. If communication is heightened for our ESL population then all of our populations will benefit. We also have many families in our district with relations in other countries. Their relatives will be able to utilize the resources and translation bar as needed. Since everyone benefits when communication is heightened then this proposal will be an easy "sell" to the stakeholders.

The stakeholders on my campus are extremely supportive of parent communication. Since my proposal is to help create an atmosphere where more parents feel comfortable working with teachers, volunteering, and being more informed of the happenings at the school, the stakeholders will be extremely positive and supportive.

I plan on using a Spanish website that utilizes the Google Translate Widget so members can easily see how the translation works. The stakeholders can translate the page and see how their ability to understand the page is heightened. I will also show the stakeholders the security measures in place with the Facebook fanpage. I will have several members try to find and view the page without permissions and then give those same people later in the meeting permissions. They will see the difference in availability and how security for the page will be handled.

To reach my audience I must make several specific considerations. I must reiterate the importance of communication to all parents. I must also focus on the importance of getting our parents of ESL involved in the school.

Using the chart below, develop a detailed outline from which a slide or other presentation could be prepared that will introduce your proposed family-school-community partnership idea to potential stakeholders. You may use information from your Weeks 2 and 3 assignments to organize and format the outline for such a presentation. Below are suggested topics to help you get started.

Title of Family-School-Community Partnership Project

Communication for All at University Park

I. Data-Evidenced Student Need

In the last three years, our ESL population, specifically the Spanish speaking population, in our district has grown. My school specifically has seen the growth since we are the only elementary in our district with an ESL program. The other three elementary schools in my district transfer their ESL students to our campus. Since this growth has started to take place, we do not have any specific committees assist in the education of our ESL population and even our website does not have information for ELS parents and students.

Using the AIES report from 2009-2010, I recorded information that was rather eye-opening. Our school did not have a large enough Hispanic population to even be considered a subpopulation until 2010 in grades three and four. On the 2010 fourth grade reading TAKS only 80% of our Hispanic population passed reading. This is a large discrepancy since the campus average is 99% passing. Only 25% of the Hispanic population received commended on TAKS whereas the campus average was 75% earning commended performance. The middle school and high school in our district do not have any testing data on their Hispanic population since they have not encountered a growth in students. They still do not have enough students to count as a subpopulation.

Encouraging parents and teachers to utilize the school's website for meaningful two way communication will assist in increasing the level of student achievement. Parents can leave comments via the Facebook fanpage which is often less intimidating for some parents than meeting face to face. Using 21st century skills will also keep parents informed in real time instead of having to wait until the once a week news day when parents are bombarded with a mass amount of information that is difficult to sift and find important information. If parents are kept up to date on upcoming events, student successes, and help at the time of student limitations, then students will succeed.

II. Benefits for Student Achievement

Pena (2001) recommends making the parents feel more welcomed. School staff must communicate regularly with parents through various methods in order to meet the educational and language needs of parents. Information must be available in the parents' native language and teachers need to use social networks to keep parents informed. To increase parent involvement, teachers and parents should first begin with a shared understanding of parent involvement, as well as each other's strengths and weaknesses (Pena, 2001, pg. 42).

Rutherford and Billig (1995) suggest that continuous parent/family participation and community involvement depend on active support by leaders. Teachers and other school personnel are key players in family involvement and that families are connected to the services provided by the school or the community.

Epstein's Framework (Epstein, et al., 1997) suggests that in communicating language translators are beneficial to assist families as needed. With a translator on the website, parents who speak other languages will benefit from the translation assistance. For "learning at home" Epstein suggests having a regular schedule for notices and other communications. Utilizing Twitter and the Facebook fanpage will help keep parents up to date on the activities of the school and specific ways to assist students.

Epstein, J. L., Coates, L., Salinas, K. C., Sanders, M. G., & Simon, B. S. (1997). Epstein's framework of six types of involvement. *School, family, and community partnerships: Your handbook for action*. Thousand Oaks, CA: Corwin Press.

Pena, D. (2001). Parent involvement: Influencing factors and implications. *The Journal of Education Research*. 94(1), 42.

Rutherford, B., & Billig, S. H. (1995). Eight lessons of parent, family, and community involvement in the middle grades. *Phi Delta Kappan*, 77(1), 64-66, 68.

III. Proposed Activities/Strategies

Recommendations and strategies:

- Google Translate bar on the website to assist parents of other languages to understand information being presented on the webpage. Since we have such a variety of new languages constantly arriving on our campus, it is rather difficult to translate all materials and the translate bar will assist parents in being informed with the help of 21st century tools.
- Have specific links to assist students in their language acquisition.
- Elaborate on ways parents can get involved in the school since as stated above in the research, parent involvement helps to ensure student success. Plus if parents are informed in ways to become involved they will feel more welcomed at the school.
- Explain importance of parent involvement using specific information from research given above to ensure parents understand significance of volunteering.
- Create a Facebook "fanpage" for parents of ESL students to help keep them updated

on specific information they might find useful in “real time” and using 21st century tools.

- Promoting the website through classroom teachers and ESL teacher to parents personally and by phone.
- Encourage parent use of School’s twitter page for instant and real time updates.

IV. Proposed Process for Planning and Implementation

- I would first need the ESL teacher’s permission to discuss implications and to confer on details by September 15, 2011.
- I would then need to ensure the principal approved of the venture. Call a private meeting with principal for discussion by September 15, 2011.
- If funding is found to be necessary, principal and I will approach campus gift committee for necessary funding from September 15 through September 30, 2011.
- Venture into discussions with teachers to make sure they were well informed and trained so they feel positive about the undertaking from September 16 through September 20, 2011.
- Encourage parent use of school’s twitter page for instant and real time updates by sending out Twitter information to parents on a regular basis.
- Add Google translate widget to the school webpage between September 16-18, 2011.
- Create ESL Webpage by September 18, 2011.
- Create specific links on ESL page to assist students in their language acquisition from September 17 through September 20, 2011.
- Work with ESL teacher to help explain and communicate importance of parent involvement using specific information from research to ensure parents understand significance of volunteering through October 15, 2011.
- Since the Facebook fanpage would only be for those parents interested in utilizing that means of social media, we would be following the age requirements of Facebook. I would send out permission forms to parents in case photos were posted on the Fanpage. Send out permission forms to parents in case photos were posted on the fanpage by September 20, 2011.
- Promoting the website through classroom teachers and ESL teacher to parents personally and by phone. Asking teachers to contact their ESL parents by whatever means they utilize to explain new website and new Facebook fanpage from

September 16 through October 1, 2011.

- Must have parent account names when creating fanpage to share page only with those who are interested and approve of usage. When teachers meet with parents, acquire account names. Parent list of Facebook account names (AKA: screen name) between September 16-October 1, 2011.
- Create a Facebook “fanpage” for parents of ESL students to help keep them updated on specific information they might find useful in “real time” and using 21st century tools. Using educator Facebook account, create a fanpage with highest level of security. Get list of only parents who are “invited” will be able to receive updates. Have fanpage ready by September 25, 2011.
- Ensure teachers have permission to site and permission to comment on page. Help teachers individually or in small groups understand the simplistic steps to commenting on fanpage. Conduct training from September 16 through September 20, 2011 and continue as needed.

V. What You Want from Your Audience

The implementation of this partnership would be rather simple. I would first need the ESL teacher’s permission to discuss implications and to confer on details. I would then need to ensure the principal approved of the venture. Since the Facebook fanpage would only be for those parents interested in utilizing that means of social media, we would be following the age requirements of Facebook. I would send out permission forms to parents in case photos were posted on the Fanpage. After those areas are approved, I would then venture into discussions with teachers to make sure they were well informed and trained so they feel positive about the undertaking.

The partnership is not very expensive. All the fundamentals are without cost. Since the social media platforms chosen, the website, Google translator, and parent volunteers are without cost, funding is not necessary. If we find that funding may be necessary the principal has discretionary funding or the Gift Committee might want to allocate funding. I would need to make sure that the links provided are up to date. The ESL teacher and I would need to confer on the best resources to utilize for our parent communication and student links. I would need to train the ESL teacher on proper utilization of Facebook and security features. Updating the school’s website to have the Google translation bar would be a needed piece for the website. Since the translator gadget is a simple HTML code to add to the website it would be important to ensure that the webmaster is able to update page with a working translator. Since I am the webmaster on my campus, it would not be a problem. I would need to make sure that the links provided are up to date. The ESL teacher and I would need to confer on the best resources to utilize for our parent communication and student links. I would need to train the ESL teacher on proper utilization of Facebook and security features. Updating the school’s website to have the Google translation bar would be a needed piece for the website. Since the translator gadget is a simple HTML code to add to the website it would be important to ensure that the webmaster is able to update page with a working translator. Since I am the webmaster on my campus, it would not be a problem.

--